

Kapa'a High School Warriors

9th Grade Hui Guide

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[HTTP://KAPAAHIGHSCHOOL.NET/](http://KAPAAHIGHSCHOOL.NET/)



CLASS OF 2020

KAPA'A HIGH SCHOOL VISION, GOALS & DESIGN PRINCIPLES

VISION

AT KAPA'A HIGH SCHOOL, EVERY STUDENT WILL BE ENGAGED IN A CHALLENGING COURSE OF STUDY THAT DEVELOPS THE KNOWLEDGE, SKILLS AND DISPOSITION NECESSARY TO PURSUE POST-SECONDARY EDUCATION AND CAREERS.

GOALS

- Goal 1:** Provide academic and student support interventions to transition students into high school.
- Goal 2:** Create and expand Smaller Learning Community strategies and structures in order to strengthen effective practices for student engagement.
- Goal 3:** Strengthen effective teaching and learning practices to improve student achievement and minimize achievement gaps in literacy, math, science and technology.
- Goal 4:** Prepare all students for college and career options after high school.

DESIGN PRINCIPLES

PERSONALIZATION - At Kapa'a High School, we know ALL of our students and they know us. Every student has more than one adult that they can turn to for academic or emotional support. We effectively guide our students into higher education and/or careers based on their talents, aptitudes and interests.

EQUITY - At Kapa'a High School, we believe that ALL students are entitled to high quality and challenging curriculum that will prepare them for higher education and/or careers. To that end, we provide supports ranging from Open Honors to Inclusion. Teachers know how to differentiate their teaching based on student strengths and their multiple intelligences. Teachers enrich curriculum based on strengths rather than *remediate* based on deficiencies.

RIGOR & RELEVANCE - At Kapa'a High School, we believe that ALL students are entitled to experience rigorous and relevant instruction that happens both in and out of the classroom. Students are engaged in interesting work that captivates their hearts and minds. Teachers plan a variety of learning opportunities such as simulations, interesting labs, complex group projects and oral presentations in order to stimulate thinking, a cross-curricular culminating project to see relevance and practical applications, collaborative work and other creative expressions of significant learning.

NINTH GRADE PROGRAM OVERVIEW

The Kapa’ā High School Ninth Grade Smaller Learning Communities or “Hui” are an extension of Kapa’ā High School and designed to provide incoming freshmen with a smooth transition into this most pivotal year in high school. Research shows that separating ninth-grade students allows them to become better acquainted with the rigors of a high school curriculum in an environment that also allows them to mature and grow both academically and socially. Of equal importance, freshmen teams are structured to give each student more individual attention, which translates into increased academic performance, fewer absences, and fewer behavior disturbances.

We are a team of teachers, administrators, and counselors committed to our students’ success and achievement. We consider ourselves a school-within-a-school organized into two interdisciplinary teams of English, Math, Science, and Social Studies and support teachers sharing a common goal of academic excellence for all students, in all areas, at all times. Located on the lower campus, teachers work together in collaborative teams to plan specific strategies for each student’s success. Incoming freshmen are connected to a select team of caring Hui staff who use research proven best instructional strategies to teach the curriculum as well as address their students’ needs in a more personalized manner.

A Vice-Principal and a counselor will be assigned to the 9th grade. The Transition Skills to High School and Literacy will be integral components of our Hui focusing on developing and honing the personal and academic skills of these students, while connecting them to the academic and career pathways that will define their next three years of high school. The Kapa’ā High School Ninth Grade Hui are built on research-based best practices. By the end of 9th grade, our students will:

- *Be active and respectful members of our community.*
- *Meet literacy standards across all subjects.*
- *Have a purposeful sense of direction.*
- *Actively contribute to & participate in the greater community by completing a community project.*
- *Be comfortable using a wide variety of digital tools in an ethical manner.*
- *Demonstrate self-directed learning through self-management, self-monitoring, self-modifying & self-reflection.*
- *Problem-solve and think critically by analyzing data, determining cause and effect, displaying inference skills and comparing & contrasting.*

KEY DESIGN STRATEGIES

Personalization: Smaller Class Sizes, Transition Skills to High School, Technology Training

Equity: Challenge Everyone, Inclusion, Differentiation

Rigor & Relevance: Project Based Learning, Common Rubrics & Assessments

NINTH GRADE ADMINISTRATION AND FACULTY

PRINCIPAL:	Daniel Hamada, ext. 102
STUDENT SERVICES COORDINATOR:	Doris Morioka-Fulks, ext. 229
STUDENT ACTIVITIES COORDINATOR:	Harriet Watanabe, ext. 127
ATHLETIC DIRECTOR:	Greg Gonsalves, ext.152
PCNC:	Nancy Borilez, ext. 233

	HUI ONIPA’A	HUI IKAIKA
VICE - PRINCIPAL	Jean Morris, ext. 106	Jean Morris, ext. 106
COUNSELOR	Alanna Potter, ext.134	Alanna Potter, ext.134
MATH	Kera Parker, ext. 216 Ross Kagawa, ext. 217/157	Ryan Harper & Ross Kagawa, ext. 217/157
SCIENCE	Nicole McKamey, ext. 222	Kylie Hashizaki, ext. 223
ENGLISH	Kahele Keawe, ext. 219 Cheryl Morita, ext.219/131	Stephanie Carvalho, ext. 218 Robert Bennington, ext. 131/218
SOCIAL STUDIES	Leah Sanchez, ext. 208	Calvin Paleka, ext. 210

E-mail addresses for all DOE employees use the same format:

firstname_lastname@notes.k12.hi.us

Example:

diane_ayre@notes.k12.hi.us

Who dares to teach must never cease to learn.

JOHN COTTON DANA

HOW TO ACE YOUR FRESHMAN YEAR

STEP 1 - BE PREPARED TO LEARN

Grade 9 Universal Materials List

- * 4 notebooks
- * 1 four-function calculator (used in math and science)
- * Compass and Protractor (used in math)
- * Pencils and pens, and personal pencil sharpener
- * 1 pack multicolor highlighters (4 different colors)
- * 2 glue sticks OR 1 bottle Elmer's School Glue

STEP 2 – TREAT EVERYONE WITH KINDNESS & RESPECT

Hui Values – All of your teachers will play a part in delivering the Freshmen Team Building Curriculum, which emphasizes finding your voice, clarifying your personal values and setting a good example by aligning your actions with the shared Hui values of:

- * **Accountability**
- * **Communication/Collaboration**
- * **Team Work**
- * **Concern for Others/Family**
- * **Respect**

Shared Hui Behavioral Expectations - We expect that all students will follow our basic school rules:

- Be Responsible
- Be Respectful
 - Wear your school shirt. Alterations are not acceptable at all.
 - Show up on time to class. Consequences will be administered after multiple infractions.
 - No sunglasses or gum in class.
 - Cell Phone/iPod use is permitted only with teacher permission and only for academic purposes.
 - **1ST OFFENSE - TEACHER HOLDS UNTIL THE END OF CLASS**
 - **2ND OFFENSE - TEACHER HOLDS UNTIL THE END OF DAY**
 - **3RD OFFENSE - SEND TO OFFICE FOR PARENT PICK UP**
- Be Cooperative
 - No bathroom trips the first or last 10 minutes of the period. The planner will be used as your bathroom pass.
 - Participate fully in class activities and follow teacher instructions.
- Believe in Yourself

Behavioral Interventions - Teachers will work as a team to support you. We will discuss student behavioral challenges together with counselor involvement. If you are struggling and have three referrals not being able to meet the above behavioral expectations, your parents will be contacted for a parent conference.

STEP 3 – STAY IN THE LOOP

Kmail – All students will be provided with a Kapa’a High School Kmail account, which they can use to store documents, communicate with teachers and as a log in address for Engrade.

Daily Announcements – These announcements are made daily in first period. Please pay attention so you are aware of campus happenings. There are also bulletin boards around campus that you can check for information. You also have the daily announcements emailed to you to your Kmail account. So please check it daily for important information.

Kapa’a High Web-Site – This site has a great deal of really important information! Check it regularly! [HTTP://KAPAAHIGH SCHOOL.NET/](http://KAPAAHIGH SCHOOL.NET/)

STEP 4 – LEARN HOW TO LEARN

Teachers in all subjects use **Achieve 3000** to promote literacy, **Google Drive** to help you organize, collaborate on and store your assignments and **Interactive Notebooks** to help you better retain and organize your subject matter material. You will practice **study skills** in all classes but each subject will be responsible for introducing the following learning strategies:

English:	Critical Thinking, Analysis, Summarizing, Oral/Written Communication
Math:	Cooperative Learning, Practice, Reflection, Cornell Notes
Science:	Scientific Method and Engineering Process, Observations, Data Analysis
Social Studies:	Cues/Questions, Advance Organizers, Interactive Notebook, Inquiry

Be Organized

- * **USE** your student planner to record assignments
- * Be prepared for class
- * Get organized the night before
- * Keep your backpack and school work neat and organized

Manage Your Time Well

- * Stay on task in class
- * Create a schedule for completing work at home – **USE YOUR PLANNER!**
- * Plan ahead to avoid conflicts with sports & other after school activities
- * Review notes and materials daily
- * Use the bathroom during breaks. Students will not be allowed to go to the bathroom the first or last 10 minutes of class.

Classroom Success

- * Be respectful
- * Participate in class and ask questions
- * Attend class, be on time and get make-up work if necessary
- * Always do your homework
- * Study for tests and quizzes
- * Get help when you need it

STEP 5 – DEVELOP GOOD HABITS

Habits of Mind are dispositions displayed by intelligent people in response to problems, dilemmas, and enigmas, the resolutions of which are not immediately apparent. Although there are actually 16 Habits of Mind, Grade 9 teachers concentrate on the following 3:

Persisting: Stick to it! Persevering in task through to completion; remaining focused.

Striving for Accuracy and Precision: Check it again! A desire for exactness, fidelity and craftsmanship.

Thinking and Communicating with Clarity and Precision: Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions and deletions.

STEP 6 – TURN EVERYTHING IN: STUDENT ACCOUNTABILITY POLICY

- Assignments **MUST** be completed within each Hui teacher’s prescribed deadline. Missing assignments will greatly impact your grade. In order to improve your grade, you are still required to **COMPLETE ALL ASSIGNMENTS**.
- Negotiating Your Own Due Dates: If you have compelling reasons, you may negotiate a particular due date with your teacher; this negotiating must take place at least twenty-four hours before the assignment is due. Ultimately, the teacher decides the final deadline. **There will be no negotiating on the day that an assignment is due.**
- For absences: If you are absent, it is your responsibility to ask teachers **on the day of your return** for all make-up work and assignment due dates.
- Hui teachers will provide interventions for failing students, which may include: tutoring, re-takes, and intercession attendance. Ultimately, it is the student’s responsibility to take action in order to meet the course requirements.

STEP 7 – ASK FOR HELP WHEN YOU NEED IT

There are many people on campus to help you when you have a problem.

Your Teachers: Your primary advocates who can often guide you in the right direction. They care for you and desire to see you succeed and thrive in high school and beyond. Since you see several of them each day, this is a great place to start.

The Grade 9 Counselor – Located in the A building, your counselor can help you with personal issues, academic issues, problems with your friends and anything else you can think of.

The Main Office Staff – The friendly office staff can help you with lunch cards, bus issues, uniforms, calling home and other such things. They are open from 7:00 – 4:30 every day that school is in session. You may visit them before/after school and during recess and lunch.

The Vice-Principals - Located in the main office, your vice-principal is especially helpful if you have a question about the rules, if you need help in your classes and/or if you are having conflicts with other students or teachers. They can also set you up with tutors etc.

Your Coach/Club Advisors – Your coach/club advisor is a great person to turn to when you need some advice and/or guidance.

The Nurse – If you aren't feeling well, please see the nurse who is located in the Student Activity Center across from the gym. If she is not there, head to the office where the staff there will help you!

Peer Mediators – This group of students is trained to help you if you have a conflict with another person whether it be a student or teacher. See Mr. Kitamura or any peer mediator for help.

LEADERSHIP CHALLENGE PROGRAM OVERVIEW

PROGRAM GOALS:

BUILD LEADERSHIP CAPACITY WITHIN EVERY KAPA‘A HIGH SCHOOL STUDENT
SUPPORT STUDENTS IN DEVELOPING THEIR PURPOSE
EMPOWER STUDENTS TO BECOME SELF-MANAGING, SELF-MODIFYING, AND SELF-DIRECTED

GRADE	DRIVING QUESTIONS	FOCUS	STRATEGY
9	<ul style="list-style-type: none"> Who am I? What do I believe in? What's my purpose? 	<ul style="list-style-type: none"> Intro to Leadership Principles Fostering Healthy Relationships Model the Way Identifying Values to Action 	<ul style="list-style-type: none"> Freshmen Team Building lessons facilitated in transitions class twice a month
10	<ul style="list-style-type: none"> Who are we? How do others see me? What do I see and where am I going? 	<ul style="list-style-type: none"> Shared Values and Agreements Social Styles Inspire a Shared Vision Leadership Practices Inventory: Self Survey 	<ul style="list-style-type: none"> Monthly Class Sessions facilitated by Leadership Challenge Staff in Social Studies Classes
11	€ What is my contribution?	<ul style="list-style-type: none"> Challenge the process Enable Others to Act Revisit the Leadership Practice Inventory : Self-Survey & Prepare for the 360 	<ul style="list-style-type: none"> Waipā Leadership Challenge Training led by Leadership Challenge Staff Quarterly Class Sessions led by Leadership Challenge Staff in English Class
12	€ Who am I for the world?	<ul style="list-style-type: none"> Encourage the Heart Senior Project Support: Leadership Practices Inventory 360 	<ul style="list-style-type: none"> Senior Project Support Leadership Kaua'i Mentors Embed 5 Practices: 30 Behavior Checklist into Senior Project Process LPI Debrief: One Class Session in English Class during Semester 2

Practice #1: Model the Way (Grade 9)

Leaders establish principles concerning the way people (constituents, peers, colleagues, and customers alike) should be treated and the way goals should be pursued. They create standards of excellence and then set an example for others to follow.

Commitments	Behaviors
<ul style="list-style-type: none"> Find Your Voice By Clarifying Your Personal Values Set The Example By Aligning Actions With Shared Values 	<ul style="list-style-type: none"> I follow through on promises and commitments I make in school. I spend time and energy making certain that people adhere to the principles and standards we have agreed on. I set a personal example of what I expect of others. I build consensus around a common set of values for teams, clubs or other groups I am a part of. I ask for feedback on how my actions affect other people's performance. I talk about the values and principles that guide my actions.

COMMON TEMPLATES, CHECKLISTS AND RUBRICS

In order to help you be successful, the Hui teachers have created templates, checklists and rubrics for very important 21st century skills that cross all subjects in the areas of writing, oral presentations, group skills and general projects. You will want to get in the habit of referring to the documents provided on the next few pages when working on assignments. Your teachers will let you know which rubrics to use for which assignments and they will also sometimes give you more specific ones for certain assignments.

KHS COMMON WRITING TEMPLATE

INTRODUCTION (Paragraph 1)	
Lead and Thesis Statement	
Description of Issue	
Attention Grabbing beginning	
Opinion Statement	
Main Idea #1 (Paragraph 2)	
Detail (Evidence to Support)	Detail
Detail Detail	
Main Idea #2 (Paragraph 3)	
Detail (Evidence to Support)	Detail
Detail Detail	
Main Idea #3 (Paragraph 4)	
Detail (Evidence to Support)	Detail
Detail Detail	

CONCLUSION (Paragraph 5)
Creatively Restated Main Ideas
Summarize 3 Reasons
Call to action or Closing Statement

KHS COMMON WRITING RUBRIC

	Ideas	ORGANIZATIONAL DESIGN	CONVENTIONS	Total
4	<i>Clear focused main idea enriched with telling, unusual detail</i>	<i>Inviting lead, clearly organized and easy to follow, satisfying conclusion,</i>	<i>Only minimal touch-ups needed prior to publication.</i>	
3	<i>Main idea can be inferred - a broad, unexpanded overview</i>	<i>Some details/elements could be relocated – lead and conclusion are present, Structure may be formulaic</i>	<i>Several edits needed prior to publication.</i>	
2	<i>Reader must guess at main idea - few details or just a list</i>	<i>Frequently hard to follow, lead and/or conclusion missing</i>	<i>Line by line editing needed prior to publication</i>	
1	<i>No main idea yet - random collections of thoughts</i>	<i>Reader consistently skips around – no apparent link thought to thought</i>	<i>Word by word editing needed prior to publication</i>	
			TOTAL SCORE	

KHS COMMON ORAL PRESENTATION RUBRIC

	EXCEEDS	MEETS	BELOW	POINTS
POINTS PER LEVEL				
PUNCTUAL	<i>On Time and Ready</i>	<i>On Time</i>	<i>Have to Wait for Student</i>	
ATTIRE	<i>Very professional</i>	<i>Professional</i>	<i>Somewhat professional</i>	
EYE CONTACT	<i>Not reading/No Notes/Makes Eye Contact</i>	<i>Some reading/Not Bound/Makes Some Eye Contact</i>	<i>Reading Notes/Minimal Eye Contact</i>	
VERBAL	<i>Volume, Rate, Clarity are Effective – No Fillers</i>	<i>Appropriate Volume & Rate, Some Fillers “umm”</i>	<i>Inconsistent Rate or Volume, Many Fillers</i>	
CONTENT	<i>Shows Full Understanding of the Topic</i>	<i>Shows Good Understanding of the Topic</i>	<i>Little Understanding of the Topic</i>	
ORGANIZED/ LOGICAL	<i>Well-organized, Flows, Complete & Concise</i>	<i>Organized, Complete Learning Evident</i>	<i>Somewhat Organized, Some Learning Evident</i>	
VISUAL AID	<i>Use of Visual Aids Enhances Presentation</i>	<i>Appropriate Use of Visual Aids</i>	<i>Fails to Use Visual Aids</i>	
PREPAREDNESS	<i>Completely Prepared, Obviously Rehearsed</i>	<i>Seems Prepared, Needs More Rehearsal</i>	<i>Somewhat Prepared, Rehearsal Was Lacking</i>	
ENTHUSIASM/ ENERGY	<i>Student Shows a High Level of Interest & Enthusiasm Throughout</i>	<i>Student Occasionally Shows a High Level of Interest & Enthusiasm</i>	<i>Student Rarely Shows a High Level of Interest & Enthusiasm</i>	
LENGTH	<i>Presentation falls within suggested time parameters</i>	<i>Presentation falls close to suggested time parameters</i>	<i>Presentation is much too short or long based on suggested time parameters</i>	
			TOTAL POINTS	